


California
English Language
Development Test
(CELDT)

2002–03
North/South Update

September 30 — Sacramento
October 2 — Burbank


California Department of Education
Standards and Assessment Division



CELDT 2002–03
Initial/Annual
Assessments

- ◆ All identified English Learners must be assessed during annual assessment window
July 1–October 31, 2002
- ◆ English Learners must be assessed once each school year and annually until they are reclassified
- ◆ CELDT Form B must be used for:
 - initial identification assessment for the 2002–2003 school year
 - annual assessment of English Learners


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CELDT 2002–03
Initial/Annual
Assessments

- ◆ All pre-enrolled kindergartners tested prior to July 1, 2002 should not be tested again during next annual testing window
- ◆ For kindergartners/first graders:
 - students must score Early Advanced on the listening/speaking section of CELDT to be classified as Fluent English Proficient (FEP) for initial identification
 - criteria established by the State Board of Education (May 2001) must be followed for identifying English Learners
 - reading and writing sections of the CELDT are not part of required criteria


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CELDT 2002–03
Training

- ◆ Staff administering the CELDT must have attended a training session
(Title 5, California Code of Regulations, Division 1, Chapter 11 article 2, Administration 811511 (d))
- ◆ For training information, contact your Regional Training Center listed on the CDE Web site:
<http://www.cde.ca.gov/statetests/celdt/>


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CELDT 2002–03
Pre-Identification

- ◆ Testing publisher:
 - provided pre-ID process information to districts
 - must have received electronic files by September 16, 2002
- ◆ 2002 electronic file format aligned to the STAR format as much as possible
- ◆ Precode barcode file layout instructions on the CTB Web site:
<http://www2.ctb.com/state/CA/celdt/>

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CELDT 2002–03
Pre-Identification

- ◆ Information submitted on the pre-ID file always overrides information on student's answer document
- ◆ If an error is present on student's pre-ID
 - destroy that student's pre-ID barcode label
 - complete all fields on students answer document as if pre-ID were not used

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CELDT 2002–03 Pre-Identification

For example:

- ◆ The pre-identification file indicates student is in grade 5 but student is actually in grade 6,
- ◆ Student's pre-identification barcode label should be destroyed, and
- ◆ All fields should be completed by hand on that student's answer document

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CELDT 2002–03 Pre-Identification

- ◆ For further information about the pre-identification process, contact the testing publisher at

(800) 994-8594

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CELDT 2002–03 Student Scores

- ◆ Prior year CELDT student scale scores are required for each student's overall proficiency and skill areas (listening/speaking, reading, and writing)
Title 3, Subchapter 2, Section 3121(d)
- ◆ Site CELDT Coordinator from sending school is responsible for providing student scale scores to receiving schools upon request

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CELDT 2002–03 Listening/Speaking Exemption

- ◆ District taking advantage of this exemption must follow these steps:
 - Provide the student's previous CELDT Early Advanced or Advanced Listening/Speaking scale score on the student's answer document (or pre-ID for districts using pre-ID)
 - Indicate the grade the student was in when he/she achieved the previous scale score
 - Do not administer the Listening/Speaking section to that student
 - Leave the Listening/Speaking section blank on the answer document

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CELDT 2002–03 Listening/Speaking Exemption

- ◆ Listening/Speaking scale score provided by district will be used to calculate the student's current overall scale score
- ◆ Interpretation of overall scale score uses Listening/Speaking score from previous administration of the CELDT
 - that score may not reflect current Listening/Speaking proficiency level of student


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CELDT 2002–03 Listening/Speaking Exemption

- ◆ If Listening/Speaking section is not given to a student **who did not reach Early Advanced**, that student will be given the lowest scale score possible on the Listening/Speaking section (i.e., the student's previous scale score will NOT be used to calculate their overall scale score).


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CELDT 2002–03
Listening/Speaking
Exemption

◆ If listening speaking section is not given to a student **who reached Early Advanced in a different grade span than the one they are currently being tested** in, that student will be given the lowest scale score possible on the Listening/Speaking section (i.e., the student’s previous scale score will NOT be used to calculate their overall scale score)

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CELDT 2002–03
Scale Score Cut Points


CELDT Overall Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410–437	438–505	506–553	554 and more
Grade 1	423 and below	424–470	471–516	517–563	564 and more
Grade 2	442 and below	443–482	483–523	524–564	565 and more
Grades 3–5	446 and below	447–487	488–528	529–568	569 and more
Grades 6–8	446 and below	447–487	488–528	529–568	569 and more
Grades 9–12	446 and below	447–487	488–528	529–568	569 and more

CELDT Listening/Speaking Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410–437	438–505	506–553	554 and more
Grade 1	423 and below	424–470	471–516	517–563	564 and more
Grade 2	451 and below	454–494	495–535	536–576	577 and more
Grades 3–5	437 and below	438–481	482–525	526–568	569 and more
Grades 6–8	437 and below	438–481	482–525	526–568	569 and more
Grades 9–12	437 and below	438–481	482–525	526–568	569 and more

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CELDT 2002–03
Scale Score Cut Points

CELDT Reading Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade 2	437 and below	438–474	475–510	511–547	548 and more
Grades 3–5	465 and below	466–498	499–532	533–565	566 and more
Grades 6–8	465 and below	466–498	499–532	533–565	566 and more
Grades 9–12	465 and below	466–498	499–532	533–565	566 and more

CELDT Writing Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade 2	423 and below	424–448	449–513	514–558	559 and more
Grades 3–5	444 and below	445–487	488–529	530–572	573 and more
Grades 6–8	444 and below	445–487	488–529	530–572	573 and more
Grades 9–12	444 and below	445–487	488–529	530–572	573 and more

Note: These tables are not to be used as replacements for the skill area raw score conversion tables found in the CELDT Scoring Guide.

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CELDT 2002-03 Alternate Assessment, Accommodations

- ◆ If a student is using an alternate assessment for all or any portion of the CELDT, Field #10 of the demographics sheet must be filled in
- ◆ Student report will indicate Beginning for any portion of CELDT exam not administered
- ◆ The IEP Team must review results of the alternate assessment and CELDT to determine student's proficiency level

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CELDT 2002-03 Alternate Assessment, Accommodations

- ◆ Students with disabilities using accommodations to take the CELDT must have those accommodations bubbled-in on Field #11
- ◆ This field must be completed at the time of testing and may not be pre-coded

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CELDT 2002-03 Logistics/Materials

- ◆ Districts should return completed answer documents to testing contractor on a monthly basis
- ◆ Used prompt sheets must be destroyed
- ◆ Districts should keep unused prompt sheets, test booklets (grades 3-12), and listening/speaking audiotapes in secure storage

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CELDT 2002–03 Logistics/Materials

- ◆ Testing contractor will send districts monthly data disks for initial identification students after districts return CELDT tests
- ◆ All data disks should be retained and compiled by districts

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CELDT 2002–03 Excessive Materials Charge

- ◆ Districts may contact testing contractor for additional test materials
- ◆ Districts are responsible for the cost of excessive materials, and an excessive materials charge will be levied by testing contractor

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CELDT 2002–03 Excessive Materials Charge


CELDT regulations state:

“If the school district places an order for tests for any school that is excessive, the school district is responsible for the cost of materials for the difference between the sum of the number of pupil tests scored and 90 percent of the tests ordered...”

*Title 5, California Code of Regulations,
Division 1, Chapter 11 article 2,
Administration 811511(d)*

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CELDT 2002–03
Security Forms

- ◆ Test Security forms are online at <http://www.cde.ca.gov/statetests/celdt/>
- ◆ Test Security forms must be kept on file at the district office

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CELDT 2002–03
**Apportionment,
Certificates of Compliance**

Monthly Certificate of Compliance:

- ◆ Ensures compliance with the legal requirements regarding administration of the CELDT
- ◆ Must be signed by district CELDT coordinator and submitted to CDE when test materials are sent to testing contractor
*Title 5, California Code of Regulations
Division 1, Chapter 11 article 2,
Administration 811511 (d)*

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CELDT 2002–03
**Apportionment,
Certificates of Compliance**

Final Certificate of Compliance:

- ◆ Ensure district compliance with legal requirements regarding administration of the CELDT
- ◆ Must be signed by district Coordinator and district Superintendent and submitted to CDE by November 30, 2002


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CELDT 2002–03
Apportionment,
Certificates of Compliance

◆ Instructions for completing Apportionment Form and Certificates of Compliance can be found on the CELDT Web site:
<http://www.cde.ca.gov/statetests/celdt/>

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CELDT 2002–03
Information
on the Web

◆ <http://www.cde.ca.gov/statetests/celdt/>

- Training information
- Test Security forms
- Instructions for completing the Apportionment Form and Certificates of Compliance


◆ <http://www2.ctb.com/state/CA/celdt/>

- Precode barcode file layout instructions

◆ <http://cde.ca.gov/regulations/>

- Responsibilities of site and district CELDT Site Coordinators

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CELDT 2002–03
Guidelines for
Reclassification of
English Learners

Approved by
State Board of Education

September 2002



Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency:

- ◆ Use California English Language Development Test (CELDT) as the primary criterion
- ◆ Consider for reclassification those students whose overall proficiency level is *Early Advanced or higher* and:
 - Listening/speaking is *Intermediate or higher*
 - Reading is *Intermediate or higher*
 - Writing is *Intermediate or higher*

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Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency (continued):

- ◆ Students whose overall proficiency level is in the upper end of Intermediate may also be considered for reclassification if additional measures determine the likelihood that a student is proficient in English
- ◆ Use most recent available test data
- ◆ Reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE)

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Guidelines for Reclassification of English Learners

Teacher Evaluation:

- ◆ Use student's academic performance
- ◆ Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from redassification

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Guidelines for Reclassification of English Learners

Parent Opinion and Consultation:

- ◆ Provide notice to parents and guardians of their right and encourage them to participate in the reclassification process, and
- ◆ Provide an opportunity for a face-to-face meeting with parent or guardian

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Comparison of Performance in Basic Skills

Definitions:

- ◆ **"Performance in basic skills"** means the score and/or performance level resulting from a recent administration of the English-Language Arts (ELA) section of the California Standards Test (CST)
- ◆ **"Range of performance in basic skills"** means a range of scores on the ELA CST corresponding to a performance level or a range within a performance level
- ◆ **"Pupils of the same age"** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification

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Comparison of Performance in Basic Skills

Basic skills criteria:

- ◆ A pupil's score on the ELA CST in the range from beginning of Basic level up to midpoint of the Basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification
- ◆ Districts may select a cut-score in this range

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NOTES

1. CBT BA is only administered to grades 2 through 11.
2. Results based on students tested during the 2001 annual CBEST assessment (July 1 through October 201).
3. Results based on a matched data combining both CBT and CBEST annual assessment results for 487/116 students.
4. Results based on a matched data where the estimate of variability above provided in this table was based solely on student performance on the CBEST and CBT and does not include power correlation or teacher selection.
5. Fourth grade CBT results were used to estimate fourth grade results.

